DOCUMENT RESUME

ED 174 562 SP 013 847

TITLE	Teaching Geography in Social Studies. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; Human Geography; *Inservice Teacher Education; *Instructional Materials; Social Studies; *Teaching Techniques; Validated Programs

ABSTRACT

The described inservice teacher education product is for the use of elementary and secondary school teachers who wish to develop a creative approach to the teaching of geography. The contents of the product are outlined, and the activities and resources involved in its use are described. Ordering information for materials is provided, and a critique of the product is included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED174562

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: TEACHING GEOGRAPHY IN SOCIAL STUDIES

Publication Date(s): 1974

Intended Users: Preservice and inservice social studies teachers interested in using a creative approach to teaching geography; describer feels material is applicable for teachers in other areas also

Grade Level(s): Upper elementary; secondary

Number: Individual/group

Primary Focus: The intent of this product is to make the discipline of geography (which is part of the social studies curriculum) more than a "name-place memorization" subject. The module presents and explores a specific geographic model of inquiry, the Fernald Geographic Model.

School subject(s) and/or inservice topic(s) covered:

The school subject treated in this module is geography, as part of the social studies curriculum.

Inservice topic covered is one specific approach to organizing and developing geography instruction. This approach is based on the Fernald Geographic Model, a model of inquiry which provides an instructional sequence for the creative teaching of geography.

What participant does in using the materials:

Participant takes pre-test and, if 100% accuracy is not achieved, follows enabling element activities, i. e., definitions of terms, drawing inferences on various concepts, identification of major components of Fernald Geographic Model, which comprise the major part of the book's content. Post-assessment and in-classroom assessment are also completed by the participant.

Resources: The product is a 56-page printed manual. 15 consumable sheets are included in the manual and are provided also in a separate consumable pages booklet. A classroom of students is needed for completion of in-classroom assessment activities. An instructor will be helpful in aiding participants to evaluate their success in applying material in the classroom. An audio tape or video tape will be needed for the in-classroom assessment exercise (an attending instructor could monitor and evaluate classroom activities instead). Time needed for study of material depends on tested competency of individual users.

Describer critique: The material should provide social studies teachers with an instructional sequence for teaching geography based on more than a "name-place memorization" mode. It is competency based and meets the needs of only those who require help in implementing effective geography instruction in the classroom. The model is widely applicable to the teaching of geography and could prove useful in several disciplines.

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 013 847

1.0 PURPOSES:

Rationale

In his statement of the product's rationale, the developer says that geography "has generally existed in the elementary and secondary schools as a 'name-place memorization' subject. This relegation to a low level learning position is unfortunate, as geography offers more exciting possibilities." Therefore, it is the desire to change traditional attitudes toward geography and to make it more than just a "name-place memorization" subject, that is the author's principle reason for developing this product.

Goals

The explicit goal of this product is stated by the developer: "Given geographical data about a country, the teacher will design and implement a regional or systematic instructional sequence that incorporates the Fernald Geographic Model."

Objectives

Specific enabling objectives are listed by the developer. The teacher will be able to:

1. Define the term "geography";
2. Define the terms "region", "regional study", and "systematic study";
3. Determine the relative and mathematical location of geographic phenomena;
4. Define the term and draw inferences from "spatial distributions", and subject concepts -- "density", "dispersion", and "pattern";
5. Define and draw inferences from the term "spatial relationships;"
6. Define and draw inferences from the term "spatial interaction;" and
7. Identify the major components of the Fernald Geographic Model in a prepared classroom dialogue.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product is comprised of a 57-page manual and a separate packet of consumable sheets (which are duplicates of the one included in the manual). Consumable pages number seventeen. The manual's contents are:

Prospectus (pp. 1-3)

Pre-Assessment (pp. 4-4g)

Enabling Element 1 (p. 5)
- Resource 1 - "Geography" - The Term (pp. 6-9)
- Resource 2 - Regions, Regional Study, and Systematic Study (pp. 10-14)
- Resource 3 - Relative and Mathematical Location (pp. 15-21)

Enabling Element 2 (p. 22)
- Resource 1 - Spatial Distributions (pp. 23-29)
- Resource 2 - Spatial Relationships (pp. 30-36)
- Resource 3 - Spatial Interaction (pp. 37-42)

Enabling Element 3 (p. 43)
- Resource 1 - Geographical Instruction Today (pp. 44-45)
- Resource 2 - Fernald Geographic Model (pp. 46-51)

Post-Assessment (pp. 52-52f)
- Post-assessment key (52g)

In-classroom Assessment (p. 53-56)

Resources (p. 57)

Sequencing

The material should be approached sequentially, but enabling elements need not be done if pre-assessment is completed with 100% accuracy. Only those sections not completed with 100% accuracy warrant further study. All participants will perform the in-classroom assessment, which is designed to provide feedback on the teacher's classroom performance.

There are no stated pre-requisites to use of the product.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

The participant takes a pre-assessment test and, if 100% is not achieved, s/he works through the elements where score was less than perfect. Exercises include definitions, descriptions, identifications. The post-assessment, which "tests the knowledge base necessary for terminal competency in the module", is then completed. An in-classroom assessment, where participant plans and teaches a geography lesson based on the Fernald Geographic Model for Instruction, is then implemented.

3.2 Help given in use of product:

The material is entirely self-contained. While the need for an instructor is not expressly stated by the developer, the describer feels an instructor will greatly facilitate use of the module and will help to evaluate the participant's inservice learning.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Post-assessment and in-classroom assessment instruments are provided (see 3.1 for explanation.)

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

- A 56-page manual and consumable pages for completion of assessments are used.
- Time required is left to discretion of the participant, and will depend on his/her background and needs.
- Geography class for in-classroom assessment is necessary.

Required resources are the 56-page manual and extra consumable pages. A social studies class of students is needed for the in-classroom assessment activity. Time required will vary according to the needs of individual participants, as module is competency-based. An instructor will be helpful in implementing the program.

5.2 Distributor name/address:

Panhandle Area Education Cooperative
411 West Boulevard, South
Chipley, Florida 32420

(904) 638-4131
Lester Kitchings

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TEACHING GEOGRAPHY IN SOCIAL STUDIES	$1.60 TOTAL			
booklet	$1.30	-	1/participant	Yes
consumables packet	$ .30	-	1/participant	No

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module was prepared by Edward Pella for the Social Studies Teachers Training Project. The Project Director was Anna Ochoa, of Florida State University at Tallahassee, Florida.

6.2 How developed and when:

These materials were produced in 1974 under a contract administered through the Florida Educational Research and Development Program and coordinated in the Bureau of Teacher Education and Certification of the Florida Department of Education, Tallahassee, Florida. It was prepared, tested and revised by educators.

6.3 Evidence of effectiveness with users:

The project staff provided no information on the results of the field testing which they conducted.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product appears to meet its stated objectives, i. e., to provide teachers with a tool -- the Fernald Geographic Model of inquiry -- with which to make the teaching of geography a more exciting and a more meaningful school subject.

Module is adaptable for use by individuals and/or groups, and, in the opinion of the describer, will also prove valuable to teachers in subject areas outside of social studies/geography.

Material is well-presented, clear and understandable. The manual itself is not particularly durable, but its format serves its needs adequately.

Content accuracy/social fairness/community acceptance issues:

There does not appear to be any problem regarding social fairness or community acceptance with the material itself or the way in which it is presented.

Content accuracy does not seem open to question, since procedures are based on a modus operandi -- a tool previously validated through use and wide distribution.

Overall summary/comment:

As a competency-based module, this material would serve to meet the needs of only those who require help in the focal area of the subject. The systematic instructional sequence of the Fernald Model should be applicable in any geography curriculum, and should serve as a valuable tool for teaching geography in a manner other than name-memorization. As such, the describer feels that this product represents a good, useful inservice training tool.

LB - 6/77